

A vibrant blue background with white clouds, colorful balloons, and paper airplanes. A large white cloud contains the main text. At the bottom, a boy with glasses and a paper hat sits on a grassy patch, reading a large red book. Various colorful letters and shapes are scattered around him.

# **SUMMER ASSIGNMENT**

## **SESSION 2025-26**

**Vacation starts from 19<sup>th</sup> May 2025**  
**School reopens on 1<sup>st</sup> July 2025**



**BGS INTERNATIONAL PUBLIC SCHOOL  
SECTOR-5, DWARKA**

# LANGUAGE



**A SPRINKLE OF SUNSHINE  
A CLEAR , BLUE SKY**

**A FLUFFY WHITE CLOUD  
FLOATING WAY UP HIGH**

**SOME SOFT , GREEN GRASS  
TO TICKLE MY FEET**

**A BED OF BRIGHT FLOWERS,  
TO SMELL SO SWEET**

**PILLOW FIGHTS AND  
LATE NIGHT BITES**

**MOMENTS WITH FRIENDS AND FAMILY**

**AN AWESOME BREAK  
TO LOVE AND CHERISH**







# **BGS INTERNATIONAL PUBLIC SCHOOL SECTOR-5, DWARKA**

## **LANGUAGE SKILLS ASSIGNMENT -1**

### **CREATIVITY HELPS CHILDREN DEVELOP SELF CONFIDENCE**

**OBJECTIVE:** In the garden of life, education is the sunlight that helps the ideas blossom.  
To enhance the learning.

**METHODOLOGY:** Colour the capital letter, its cursive letter and the vocabulary in the same colour. Follow the colour codes given. Happy colouring .

**LEARNING OUTCOME:** The student will identify the capital letter, its adjacent cursive letter and the picture of the vocabulary.



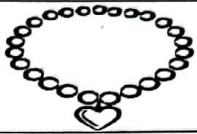

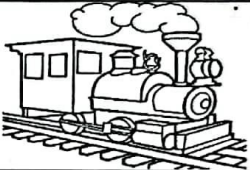





**The worksheet is pasted on page no:80**

## Assignment No: 1

### Activity: Match and Colour

In this assignment colour the capital letter, its cursive letter and picture of the vocabulary in the same colour. Follow the colour codes given.

V: Yellow	M: Orange	A: Blue	I: Green	W: Purple
C: White	O: Dark Green	E: Pink	N: Grey	C: Red

S.No.	Capital Letter	Cursive Letter	Vocabulary Picture
1.	V	<i>v</i>	
2.	M	<i>e</i>	
3.	A	<i>c</i>	
4.	I	<i>m</i>	
5.	W	<i>a</i>	
6.	C	<i>i</i>	
7.	O	<i>n</i>	
8.	E	<i>u</i>	
9.	N	<i>o</i>	
10.	U	<i>u</i>	



# BGS INTERNATIONAL PUBLIC SCHOOL SECTOR-5, DWARKA

## LANGUAGE SKILLS ASSIGNMENT -2

### VOCABULARY RHYME



**OBJECTIVE:** Rhymes are important for language acquisition and help with speech development. They will learn the sense of rhythm and rhythmic words

**METHODOLOGY:** In this assignment three letters have been given to each section. According to your wards section select any one letter out of the three given. Choose a vocabulary that begins with that letter, and learn a rhyme which has that vocabulary.

L-III A : a, x, u

L-III B : e, s, c

L-III C : i, w, m

L-III D: o, v, n

**LEARNING OUTCOME:** The students will be able memorize the rhyme and recite with clarity of speech and confidence.

Suppose your ward is in Section C and he/she selects letter “w” and vocabulary selected is “well”.

Ding dong bell,  
Pussy's in the well  
Who put her in?  
Little Johnny Thin  
Who pulled her out  
Little Tommy Stout  
What a naughty boy was that  
To drown a pussy cat.







**BGS INTERNATIONAL PUBLIC SCHOOL  
SECTOR-5, DWARKA**

## **LANGUAGE SKILLS ASSIGNMENT -3**

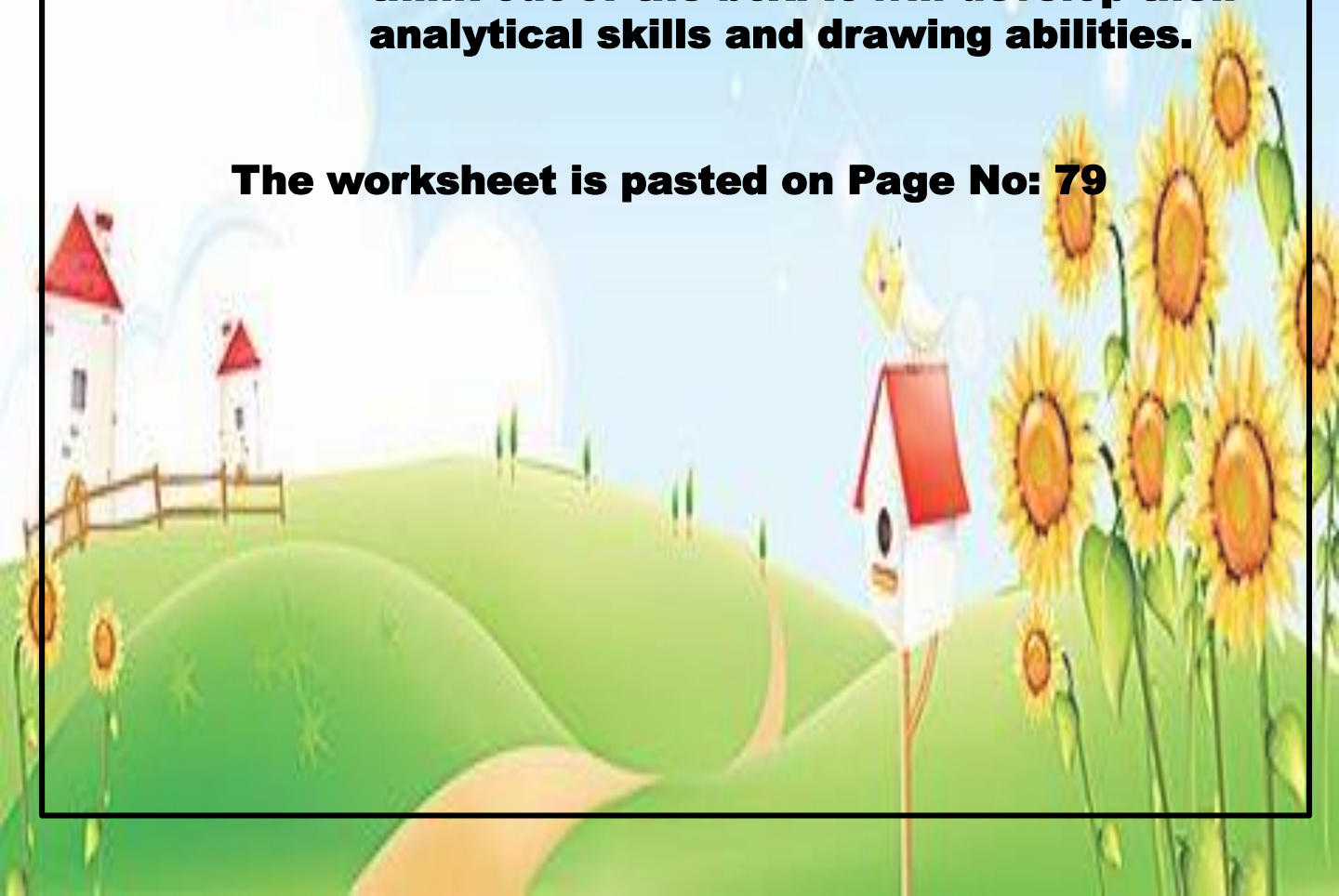
### **SCRATCH YOUR BRAIN**

**OBJECTIVE:** To enhance the thinking ability of the child.

**METHODOLOGY:** Guess the riddle and write the letter in cursive.

**LEARNING OUTCOME:** The students will be able to think out of the box. It will develop their analytical skills and drawing abilities.

**The worksheet is pasted on Page No: 79**





**BGS INTERNATIONAL PUBLIC SCHOOL  
SECTOR-5, DWARKA**

**ASSIGNMENT NUMBER-3**

**Guess the riddle and write the letter in cursive**

<p>I am a vowel. Octopus and ocean start with me. Who am I?</p> <p>_____</p>	<p>You can drive me on the road , I have four wheels, I race on by. Can you name the letter I start with?</p> <p>_____</p>
<p>I live in the jungle I like to eat bananas monkey is my name, guess my first letter</p> <p>_____</p>	<p>When I am sick the doctor gives me it to become fit. Name the letter I start with.</p> <p>_____</p>
<p>I am the home for birds. They live in me and lay eggs. What letter do I start with?</p> <p>_____</p>	<p>I am a letter that's found in words like egg and elephant. What letter am I?</p> <p>_____</p>
<p>Words like watch and watermelon start with me. Can you guess who am I?</p> <p>_____</p>	<p>Name the letters of the vowel family.</p> <p>_____</p>





**BGS INTERNATIONAL PUBLIC SCHOOL  
SECTOR-5, DWARKA**

**LANGUAGE SKILLS ASSIGNMENT -4**

**Today is a great day to learn  
something new**

**OBJECTIVE:** Writing is the window through which all thinking starts.

**METHODOLOGY:** Kindly make your ward write the cursive letters.

**LEARNING OUTCOME:** The students will be able to write the letters in correct formation , hence recapitulating the concepts taught till now. Encourage and ensure that your ward writes on his/her own. Revise 4 to 5 vocabulary of the letters taught.

**ENGLISH NOTEBOOK 1 –**

**Page Nos: 7, 8 , 9, 11, 12, 13, 15, 17,  
19, 79 & 80**





**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR-5, DWARKA, NEW DELHI**  
**SHADOW BUILDINGS HUNT**

**Objectives:**

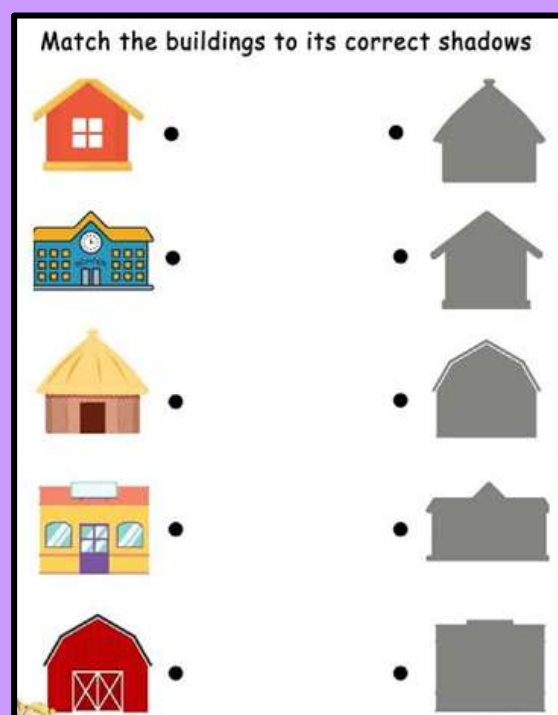
- ❖ Recognising and comprehending various buildings in the neighbourhood and our near surroundings.
- ❖ Identify the relationship between buildings and their shadows.
- ❖ Enhance critical thinking through observation and predictions.
- ❖ Encourage curiosity (various types of buildings) and exploration of natural phenomena (light and shadow).

**Learning Outcomes:**

- ❖ Students will demonstrate an understanding that shadows are formed when an object blocks light.
- ❖ They will use visual skills and intellect observe and relate the shadows and buildings.
- ❖ Students will express observations and ideas about shadows using simple vocabulary.

**Methodology:**

- ❖ Encourage students to observe the buildings and the shadows carefully before starting.
- ❖ Let students independently explore and match the shadow.
- ❖ This methodology is an effective tool for fostering students' spatial reasoning skills and reinforcing their understanding of buildings in the neighbourhood.





## **BGS INTERNATIONAL PUBLIC SCHOOL SECTOR-5, DWARKA, NEW DELHI**

### **RIDDLE, REVEAL AND SHAPE SKETCH**

#### **Objectives:**

- ❖ To reinforce shape recognition through fun and interactive clues.
- ❖ To develop listening and comprehension skills by understanding and solving riddles.
- ❖ To encourage critical thinking and problem-solving using descriptive hints.
- ❖ To build vocabulary related to shapes (e.g., sides, corners, round, straight).
- ❖ To promote speaking and reasoning skills as students explain their answers.
- ❖ To make learning about shapes enjoyable and memorable through playful language.

#### **Learning Outcomes:**

- ❖ Students will be able to identify and name basic 2D shapes (e.g., circle, square, triangle, rectangle).
- ❖ Students will listen to and comprehend descriptive clues related to shapes.
- ❖ Students will use shape vocabulary (e.g., sides, corners, round) to describe and guess shapes.
- ❖ Students will demonstrate logical thinking by solving simple shape riddles.
- ❖ Students will participate in group discussions and share their reasoning in identifying shapes.
- ❖ Students will gain confidence in verbal expression by answering or creating their own shape riddles.

#### **Methodology:**

- ❖ Encourage careful listening to catch every hint in the riddle.
- ❖ Figure out the picture carefully.
- ❖ Model the answer and draw the shape after solving the riddle.
- ❖ This strategy serves as an engaging and impactful means of cultivating students' spatial reasoning skills and solidifying their foundational understanding of geometric shapes.



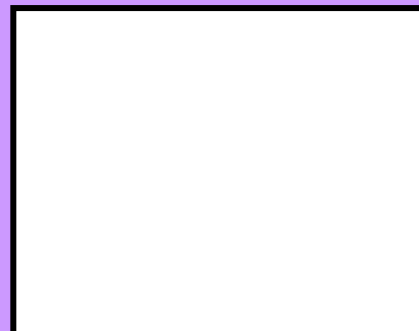
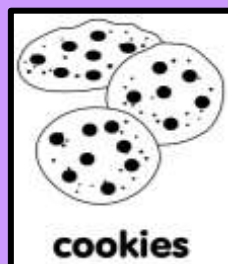
## RIDDLE, REVEAL AND SHAPE SKETCH

1. I'm round like a cookie, I roll like a ball,  
No corners or edges, I bounce down the hall.

What shape am I?

Tell my sides and corners?

No of sides  No of corners



2. I have four sides, all the same size,  
Like a gift box or cheese in a slice.

What shape am I?

Tell my sides and corners?

No of sides  No of corners

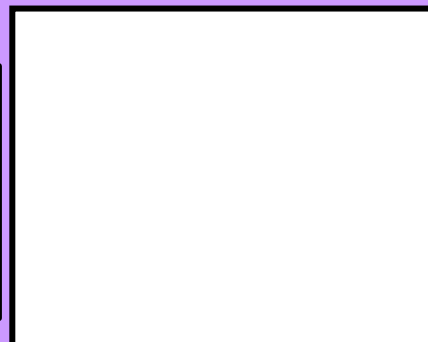


3. Three pointy corners and three straight sides,  
Like a slice of pizza or mountain that hides.

What shape am I?

Tell my sides and corners?

No of sides  No of corners

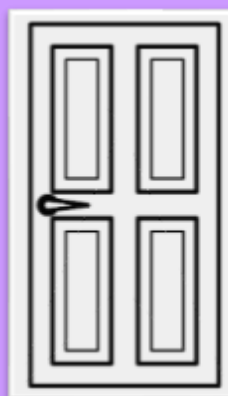


4. Two sides short and two sides long,  
Like a door or a book, I'm wide and strong.

What shape am I?

Tell my sides and corners?

No of sides  No of corners

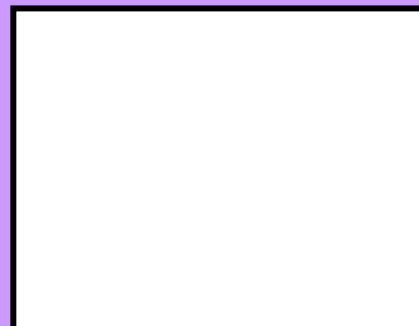


5. I'm like a circle, but stretched out a bit,  
Like a rugby ball or where you sit.

What shape am I?

Tell my sides and corners?

No of sides  No of corners





**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR-5, DWARKA, NEW DELHI**  
**ORDER BY SIZE CHALLENGE**

**Objectives:**

- ❖ Students will be able to identify objects as small, medium, or large.
- ❖ They will practice arranging 3 or more objects from smallest to largest (or vice versa).
- ❖ Students will match ordinal numbers (1st, 2nd, 3rd, etc.) to the order of sizes.
- ❖ Use descriptive language – Students will describe objects using comparative words like “bigger,” “smaller,” “taller,” and “shorter.”
- ❖ It will enhance observation skills and build early math foundations.

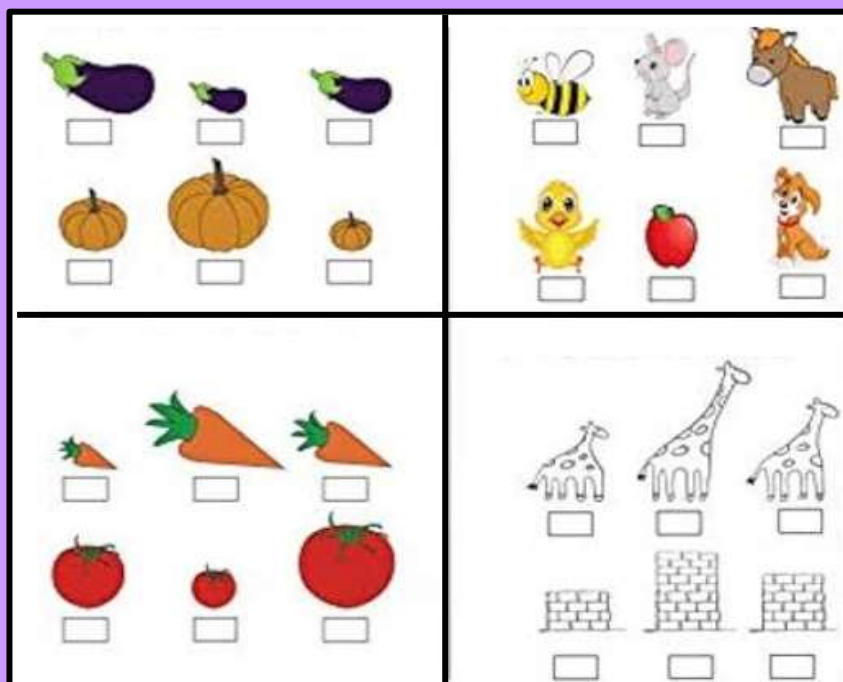
**Learning Outcomes:**

- ❖ Students will identify, compare the sizes of objects and order objects from smallest to largest using visual observation.
- ❖ They will use comparative vocabulary (e.g., bigger, smaller, taller, shorter) to describe objects.
- ❖ Students will enhance fine motor and cognitive skills by actively manipulating or pointing to objects in the correct size sequence.

**Methodology:**

- ❖ Discuss about sizes using real life examples.
- ❖ Show three or more objects of different sizes.
- ❖ Use physical objects and demonstrate by placing them in order of smallest to biggest.
- ❖ Introduce key vocabulary like big, bigger, biggest or small, smaller, smallest.
- ❖ Number each object (e.g., this is smallest, so it's number 1).

**Number the objects according to their size.**  
**Eg. Write 1 for the smallest, 3 for the biggest.**





**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR-5, DWARKA, NEW DELHI**  
**NUMBER BATTLE: WHO'S GREATER?**

**Objectives:**

- ❖ To help students recognize and compare two numbers.
- ❖ To develop an understanding of number magnitude and value.
- ❖ To encourage decision-making and reasoning through comparison.
- ❖ To build number sense and early math confidence.

**Learning Outcomes:**

Students will be able to:

- ❖ Identify and compare two numbers.
- ❖ Correctly circle the greater number in each pair.
- ❖ Use comparative language like “greater,” “more,” and “bigger” to describe numbers.
- ❖ Demonstrate confidence in making numerical comparisons independently or with minimal help.

**Methodology:**

- ❖ Start with a quick warm-up using number flashcards.
- ❖ Ask questions like, “Which is more: 5 or 8?” to activate prior knowledge.
- ❖ Model how to circle the greater number, explaining your thought process aloud.
- ❖ Reinforce vocabulary and celebrate correct reasoning.

**Circle the number that is greater among the two:**

15      20	2      5
35      37	46      39
29      9	47      52
38      52	2      6





**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR-5, DWARKA, NEW DELHI**  
**ALL ABOARD THE NUMBER TRAIN**

**Objectives:**

- ❖ To develop number sequencing skills in a fun and engaging context.
- ❖ To help students identify and fill in missing numbers within a given number line.
- ❖ To build fluency in counting forward and backward.
- ❖ To promote problem-solving and logical thinking using number patterns.

**Learning Outcomes:**

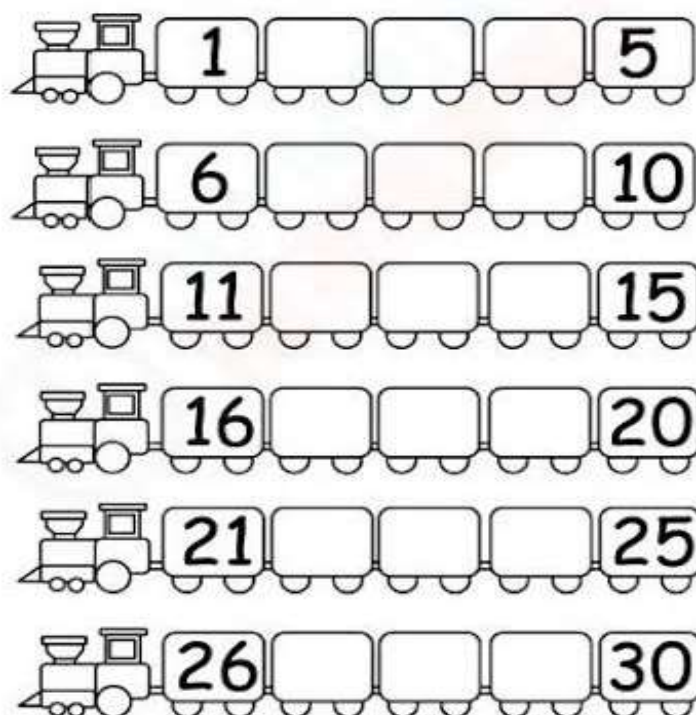
Students will be able to:

- ❖ Identify missing numbers in a sequence depending on skill level.
- ❖ Accurately complete number sequences by writing the correct numbers in the gaps.
- ❖ Recognize number patterns and demonstrate an understanding of number order.
- ❖ Demonstrate increased confidence in counting and number recognition.

**Methodology:**

- ❖ Carefully observe the number train.
- ❖ Model how to identify numbers before and after the missing ones to figure out the correct number.
- ❖ Offer support where necessary and highlight good thinking strategies.

**Fill in the missing numbers to help the train stay on track!**



**Do page numbers  
10,11,12,22,23,24,88,89,  
90 & 91 in Maths  
Notebook 1.**





बी.जी.एस.इंटरनेशनल पब्लिक स्कूल

सेक्टर ५, द्वारका

## हिंदी क्रियाकलाप 1

छात्रों को सप्ताह में कम से कम दो बार नैतिक मूल्यों संबंधी कहानियाँ जैसे अकबर बीरबल , पंचतंत्र की कहानियाँ , दादी माँ की कहानियाँ सुनाए ।

उद्देश्य — छात्रों के नैतिक , श्रवण एवं वाचन संबंधी कौशल का विकास ।

सिखने के प्रतिफल — छात्र कहानी सुनने की क्षमता एवं शब्दावली में बढ़ोतरी करेंगे ।

दिशा निर्देश— छात्र नैतिक मूल्यों संबंधी कहानियों को सुनकर अच्छे संस्कारों का विकास करेंगे

## हिंदी क्रियाकलाप 2

उद्देश्य -चित्र पहचान कर उससे सम्बंधित अक्षर का स्मरण करना व लिखना ।

सिखने के प्रतिफल — बच्चे चित्र पहचानने एवं उससे संबंधित अक्षर लिखने में सफल होंगे ।

दिशा निर्देश -चित्र पहचान कर अक्षर लिखें व रंग भरें।

यह गतिविधि पेज न. 116 पर पूरी करवाकर चिपकाए ।

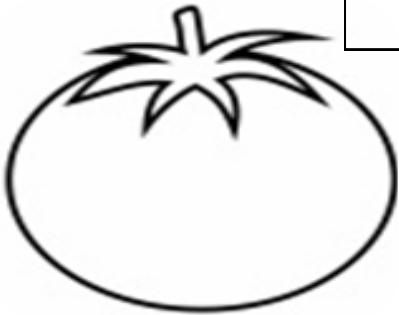
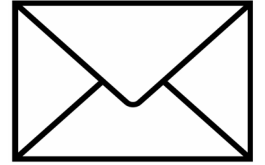
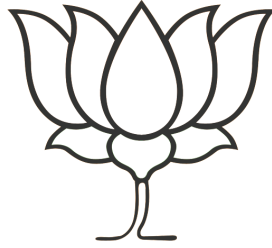
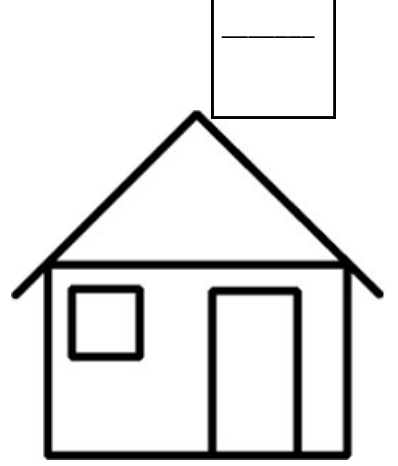
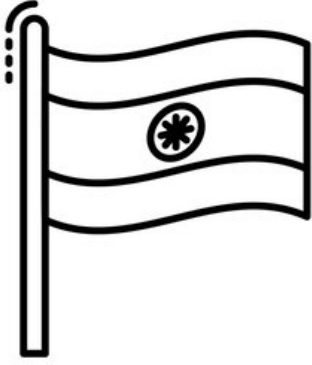
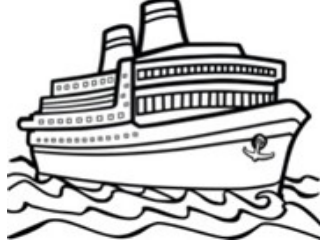




बी.जी.एस.इंटरनेशनल पब्लिक स्कूल

सेक्टर ५, द्वारका

हिंदी क्रियाकलाप 2



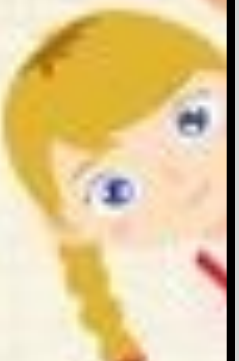
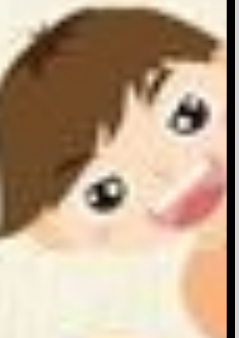
## गृहकार्य

पृष्ठ न.- उपरोक्त लिखे सभी पृष्ठों को

4,5,6,9,11,15,17,19,22,23,24

हिंदी

वर्कबुक-1 में करें।





**BGS INTERNATIONAL PUBLIC SCHOOL**

**SECTOR-5, DWARKA, NEW DELHI**

**EXPLORER**

**CLASS: LEVEL III \_\_\_\_\_**

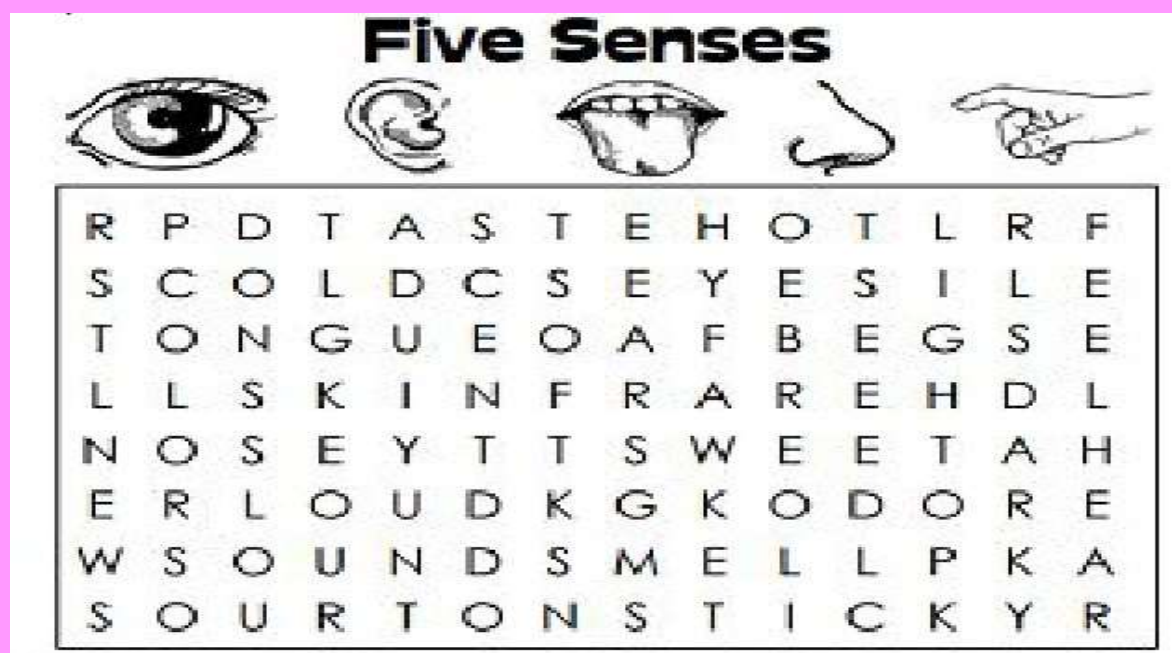
## *LET'S ENJOY*

### **ACTIVITY: SOLVE THE WORD GRID OF SENSE ORGANS**

**Objectives:** To encourage independent learning and decision making but can also be used to promote social interaction and observation and cognitive skills.

**Learning Outcomes:** Students learn to communicate and share ideas and boost their self-esteem. It enhances their cognitive, physical, social and emotional skills in a playful and engaging way.

**Methodology:** In this activity, students will circle the correct spelling of sense organ.



### **ACTIVITY: LEARN COMPOSITION**

**Objectives:** To develop vocabulary, and sentence structures as they learn to express their ideas coherently.

**Learning outcomes:** Students will be able to speak in front of audience with confidence.

**Methodology:** In this activity, students will learn and speak 5 lines on the given topic. Make them learn the topic given to your child section only.

**LEVEL: III A FESTIVAL**

**LEVEL: III B FAMILY**

**LEVEL: III C COMMUNITY HELPERS**

**LEVEL: III D SCHOOL**



Stand  
**TALL**

and be  
**PROUD.**

Be  
**YOURSELF**

you are  
**AMAZING.**